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USMA FOREIGN CADET PROGRAM--A CASE STUDY

by

Colonel Clarence E. Endy, Jr.
United States Army

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US ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013

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USAWC MILITARY STUDIES PROGRAM PAPER

USMA FOREIGN CADET PROGRAM--A CASE STUDY

INDIVIDUAL RESEARCH PROJECT

by

Colonel Clarence E. Endy, Jr.
United States Army

US Army War College
Carlisle Barracks, Pennsylvania 17013
4 May 1981

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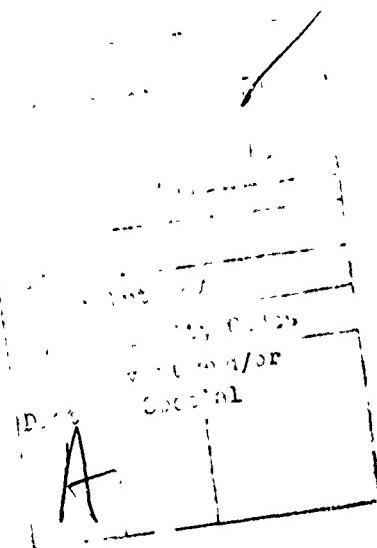


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CHAPTER I

INTRODUCTION

PURPOSE

This is a study of the intent, implementation and results of the United States Military Academy (USMA) Foreign Cadet Program (FCP) with the Republic of the Philippines for the purpose of determining if such a program with a less developed country (LDC) has the potential for a significant contribution to the long-term national security interests of the United States.

BACKGROUND

On December 2, 1815, a warrant was issued authorizing the admission of the brothers Luis and Mateo Blanco of Chile to the United States Military Academy.¹ They signed in at the Academy in May 1816, thus becoming the first foreign cadets to attend West Point.² Unfortunately they did not graduate and were removed from the rolls on February 28, 1818.^{3,4} The first foreign graduate of USMA was Antonio Barrios of Guatemala who was admitted in 1884 and graduated on June 12, 1889.^{5,6} By June 1980, 167 foreign cadets from 25 countries had graduated from the USMA (out of a total of 38,075 graduates since its founding in 1802).

USMA Foreign Graduates 1802-1980

<u>COUNTRY</u>	<u>NO.</u>	<u>COUNTRY</u>	<u>NO.</u>
Bolivia	1	Korea	2
Chile	5	Mexico	2
China	8	Nicaragua	5
Colombia	2	Panama	11
Costa Rica	16	Paraguay	1
Cuba	3	Peru	3
Dominican Republic	2	Philippines	58
Ecuador	7	Thailand	10
El Salvador	5	Switzerland	1
Guatemala	5	Uruguay	3
Guyana	3	Venezuela	6
Honduras	4	Vietnam	1
Jamaica	3	Total	167

Although many of these cadets were admitted under special Congressional authorization, the USMA FCP is primarily based on two bills which provide permanent statutory authority:

Public Law 154, 60th Congress, May 28, 1908 (10 USC 4345)-- authorizes four Filipinos to receive instruction at the USMA at any one time, one being designated by the President of the Republic of the Philippines for each entering class.

Public Law 447, 79th Congress, June 26, 1946 (10 USC 4344)-- authorizes not more than 20 persons from Canada and the American Republics (less the United States) to receive instruction at the USMA at any one time; each country being limited to no more than three persons in attendance at USMA at any one time.⁷

Foreign cadets receiving instruction under these laws are "entitled to the pay, allowances and emoluments of a cadet appointed from the United States, and from the same appropriations."⁸

On July 26, 1965, the Department of Defense (DOD) attempted to broaden the permanent statutory authority by requesting Congress to approve legislation which would permit not more than 12 persons at any one time from "countries friendly to the United States" (other than Canada, the American Republics and the Philippines) to receive instruction at the USMA. Congress, however, under Public Law 89-802, November 9, 1966, provided only temporary authority (expiring October 1, 1970) for four persons at any one time from countries "assisting the United States in Vietnam by the provision of manpower or bases." The House Committee felt that the legislation should be temporary "so as to enable Congress to review its effectiveness at a future date."⁹

On June 25, 1974, DOD again proposed legislation to broaden the permanent statutory authority by authorizing 12 additional cadets from countries friendly to the United States (less Canada, the American Republics and the Philippines). The proposal died in committee. On June 30, 1975, DOD proposed similar legislation which would have authorized 16 additional foreign cadets. This proposal also died in committee.

On February 25, 1980, DOD proposed legislation (H.R. 6600) which would provide a worldwide authorization of 40 foreign cadets at any one time. The legislation would eliminate the current special authority with the Philippines, Canada, and the American Republics and authorize the Secretary of the Army to "determine the countries from which persons may be selected and the number of persons to be selected from each country." In addition the cost would be on a reimbursable basis to be waived by the Secretary of Defense on a case-by-case basis.¹⁰ The proposal died in committee but will probably be reintroduced.

Given the growing importance and role of LDCs in the US national security equation, the relatively large number of Filipino USMA graduates, and the potential (under the most recently proposed legislation) for eliminating the special authorization with the Republic of the Philippines--the Foreign Cadet Program with the Republic of the Philippines provides an excellent case to study the effectiveness of the USMA FCP with a LDC.

SOURCES

This study is based on source materials (see Bibliography), interviews with US and Filipino officials, a visit to the Philippine Military Academy, and interviews with 19 Filipino USMA graduates. Data available on Filipino graduates are not complete, primarily due to resource limitations in obtaining data in the Philippines. It is felt, however, that the data presented are sufficiently representative to support the study. The privacy of most interviews and personal data not in the public record must be respected. The substance of these interviews, however, is a major element in this study and is reflected throughout this report.

CHAPTER I

FOOTNOTES

1. Unregistered USMA Cadet Application Papers--1815, USMA Archives, Microfilm Copy No. 688, Roll No. 4.
2. Descriptive Rolls of Cadet Admissions, 1813-1829, USMA Archives.
3. Cadet Resignations, 1817-1831, USMA Archives.
4. At the time of their admission, Luis was 12 years old and Mateo was 14 years old. Their relative youth may have been a factor in not graduating.
5. Official Register of the Officers and Cadets of the US Military Academy West Point, New York, June 1889, p. 11.
6. Barrios required five years to complete the four-year program because of difficulty in English. After graduation he rose to the position of Minister of Public Works in Guatemala. He died prematurely in 1915 at the age of 49 while enroute to the Mayo Clinic in the US for medical treatment. Biographical Register of the Officers and Graduates of the US Military Academy, Supplement Volume VI-A, 1910-1920, p. 536.
7. Canada has declined participation in the FCP on the grounds that any such program should involve an exchange of cadets. However, the Royal Military College of Canada can accept only Canadian citizens--thereby forcing Canada's non-participation in any FCP.
8. US Laws, Statutes, etc., United States Code, Title 8, Vol. 2, Washington: Government Printing Office, 1976 edition, page 612.
9. US Congress. House. Committee on Armed Services. Military Academies--Foreign Students. H. Rept. 2247, 96th Congress, 2d Session, October 12, 1966. Four foreign cadets were admitted under this law: two from Korea and one each from Vietnam and Thailand.
10. US Congress. House. H. R. 6600. 96th Congress, 2d Session. February 25, 1980.

CHAPTER II

THE REPUBLIC OF THE PHILIPPINES LEGISLATION

The largest participant in the USMA FCP has been the Republic of the Philippines (RP). As of January 1, 1981, there have been 65 Filipino cadets admitted with 58 having graduated and three currently enrolled.

This participation, over a 70-year period, has resulted from a special relationship between the US and the RP. On December 10, 1898, Spain ceded the Philippines to the United States under the Treaty of Paris which ended the Spanish-American War. The Filipinos, expecting to obtain independence at that time, resisted when the United States established a military government in Manila under Major General Wesley Merritt.¹ After over two years of fighting the Philippine Insurrection ended with the capture of the resistance leader General Emilio Aguinaldo by troops under the command of General Frederick Funston. On July 4, 1901, the US established a civil government in Manila under a Philippine Commission with William Howard Taft as the first Governor, a post he held until 1903 when he returned to the US to become Secretary of War under President Theodore Roosevelt.

In 1907 Taft revisited the Philippines to help inaugurate the first Philippine Assembly, an initial step toward independence. After his return to the United States, Taft sent a report to President Roosevelt in which he outlined his views of Filipino progress toward independence and steps that the US should take to aid that process. In that report Taft refers to the power that the President had under a 1901 act of Congress to appoint Filipinos to the grades of second lieutenant and first lieutenant in the Philippine Scouts.² He suggested that this might be better achieved by selecting a few young Filipinos to attend the USMA, with commissioning in the Scouts

after graduation.^{3,4} President Roosevelt forwarded Taft's report to Congress on January 27, 1908. Taft followed on January 28, 1908, with a letter to the Chairman, Committee on Military Affairs, US Senate, in which he recommended legislation authorizing seven Filipinos to attend the USMA (he picked seven on the basis of one per one million natives).

The first justification for foreign cadet admission to the USMA is found in Taft's report when he writes that the admission of Filipinos would "tend to further increase the zeal and efficiency of a body of troops [the Scouts] which has always rendered faithful and satisfactory service." A more substantive justification is found in Taft's January 28, 1908 letter to Congress in which he writes:

The high standard of thought and action inculcated at the Military Academy could not but impress itself in some considerable degree upon the young Filipinos, and when these returned to their native islands they would carry with them ideas and standards valuable to their own people, and hence valuable to us.⁵

The 60th Congress subsequently passed Public Law 154:

The Secretary of War is hereby authorized to permit not exceeding four Filipinos, to be designated, one for each class, by the Philippine Commission, to receive instruction at the United States Military Academy at West Point:
Provided, That the Filipino undergoing instruction, as herein authorized shall receive the same pay, allowances, and emoluments as are authorized by law for cadets at the Military Academy appointed from the United States, to be paid out of the same appropriations: And provided further, That said Filipinos undergoing instruction on graduation shall be eligible only to commission in the Philippine Scouts. And the provisions of Section thirteen hundred and twenty-one, Revised Statutes, are modified in the case of Filipinos undergoing instruction so as to require them to engage to serve for eight years, unless sooner discharged, in the Philippine Scouts.^{6,7}

This authority has been continued since Philippine independence in 1946.^{8,9}

CHAPTER II

FOOTNOTES

1. MG Merritt (USMA 1860) was Superintendent, USMA, from 1882 to 1887.
2. The Philippine Scouts were an element of the US Army in the Philippines which was manned primarily by native enlisted and American officers. It was established by US Senate Bill 4300, approved on February 2, 1901. Although the bill included provisions for natives to be commissioned as lieutenants, only four Filipinos were provisionally commissioned during the first decade of US control.
3. Taft may have gotten this idea from discussions with Major General Leonard Wood, who commanded the Philippines Division during the time of Taft's visit. In a report to Washington, Wood cited the need for more Scout officers and suggested that USMA cadets "of two years service at the Military Academy who have been found deficient in not more than one study, who are recommended by the Academic Board" be eligible for commissioning as Scout Second Lieutenants. Annual Report of Major General Leonard Wood, United States Army, Commanding Philippines Division for the period July 1, 1907 to February 20, 1908, p. 20.
4. US Congress. Senate. Special Report of William H. Taft, Secretary of War, to the President, on the Philippines, S. Doc. 200, 60th Congress, 1st Session, p. 31.
5. US Congress. House. Committee on Military Affairs. Filipino Students at United States Military Academy p. 2.
6. US Congress. Senate. Congressional Record, Vol. 42, Pt. 3, p. 2294.
7. There is no reference outlining the reason for the expansion of Taft's request by Congress from the seven requested to one per year. Admission of Filipinos to USMA was not universally accepted. One solon decried the admission on racial grounds and called it "a cheap bribe to the Filipinos and one of a series of efforts to break their loyalty to their own race and to the course of Philippine independence." Army and Navy Register, May 30, 1908, p. 13.
8. Interestingly, the RP has retained the eight-year commitment (vice five years for US graduates of the USMA) and has extended it to graduates of the Philippine Military Academy.
9. On January 8, 1937, a bill (H. R. 2281) was introduced in Congress which would have authorized the admission of 50 Filipinos to USMA in anticipation of the independence of the Philippine Islands. The bill died in committee. US Congress. House. Congressional Record, Vol. 81, Part 1, p. 139.

CHAPTER III

PRE-INDEPENDENCE PERIOD, 1908-1945

IMPLEMENTATION OF LEGISLATION

On June 3, 1908, the Adjutant General, War Department, asked the Judge Advocate General of the Army for legal opinion on five questions concerning the implementation of the May 28, 1908 legislation authorizing Filipinos to attend the USMA. The Judge Advocate's reply, dated 11 June 1908, was approved by Secretary of War Taft and is in substance as follows:¹

Q1. When, to what class or classes, and in what number shall the Filipinos be admitted?

A1. Options considered included admitting four Filipinos immediately--one with each class, or admitting one on an annual basis beginning in 1908. The first option was rejected as not giving three Filipinos (those admitted to the upper classes) the full benefit of the four-year education plus it would probably doom them to difficulty since they did not undergo the prior years' training. It was concluded to select a Filipino to join the current Freshman (Plebe) Class in 1908 with Filipinos to be admitted annually thereafter.

Q2. Should Filipino candidates for the USMA be examined similar to US candidates or should they be admitted without examination and regard to age as is [was] the case of foreign students entering USMA under special Congressional authorization?

A2. Filipino candidates should conform, as far as possible, to the admission criteria of US candidates since Filipino graduates will be assigned to the Philippine Scouts²--a branch of the US military establishment. Further,

Filipino candidates should have "a sufficient knowledge of the English language to enable them to receive the practical military instruction."

Q3. Shall Filipinos be appointed to USMA and receive warrants in the name of the President or shall they be merely admitted, as in the case of students from foreign countries?

A3. Following the enabling legislation, Filipinos should be admitted to receive instruction at the USMA "by authority of the Secretary of War." The legislation fails to provide "appointing power."

Q4. Shall the Filipinos be called Filipino cadets or Filipino students?

A4. Filipino cadets.

Q5. What disciplinary measures, including court-martial, shall apply to the Filipinos?

A5. Although not US citizens, Filipinos are nationals of the United States. Since Filipino USMA graduates will be serving in a branch of the US Army, Filipino cadets are considered to be subject to the Articles of War, including trial by court-martial, and to the rules and regulations adopted for the government of the Military Academy.

These opinions were forwarded to the Superintendent, USMA on July 3, 1908 with the directive to the Academic Board to prepare questions and instructions for an examination to be sent to the Philippine Commission so that a Filipino candidate could be designated for admission to the USMA with the class to enter on March 1, 1909. (The time had obviously passed for an admission with the class entering in 1908).

The examination papers were transmitted to the Philippines on 20 August 1908 but were not received in the Philippines until about January 14, 1909. Transportation delays in administering the examinations to the candidates, returning the results to the USMA, and notifying the successful candidate

forced the first Filipino cadet to be directed to enter on March 1, 1910, with the Class of 1914. Having been through the cycle, subsequent examination schedules were adjusted to provide a successful candidate in time to enter subsequent classes.

During the pre-independence period the Filipino candidates were generally selected by means of a national Civil Service examination. Based on the results of this examination, a principal candidate and two or three alternates were selected for each vacancy. The USMA entrance examinations would then determine if the principal candidate was admissible; if not, then the First Alternate and so forth. On occasion no Filipinos qualified for admission (e.g., none admitted with the Class of 1921). At other times the legal requirement of "one for each class" was apparently violated (e.g., two Filipinos were admitted to the same class on June 22, 1914, class of August 1917). In one case the legal requirement of "not exceeding four Filipinos" was violated when in 1915 there were five Filipino cadets at the USMA. (These infractions were minor and were probably dictated by special concerns. The post-independence period reflects strict observance of the law.)

Following the establishment of the Philippine Military Academy (PMA), in 1936, PMA cadets became competitive for entrance to USMA. For example, Vicente Lim, Jr. (USMA 1944) was admitted to the USMA on July 1, 1941, after having completed over one year as a cadet at PMA. Although the one year's experience as a cadet was helpful at the USMA, it placed the successful PMA candidate one year behind his PMA classmates. This was an irritant to the individual involved and led to changes in the post-independence period.

THE FIRST FILIPINO CADET

Vicente Lim, born April 5, 1888 on the island of Luzon in the Philippines, son of a farmer who died when Vicente was nine years old, became the first

Filipino to enter West Point. Lim entered the USMA on March 1, 1910 with the Class of 1914. He was nicknamed "Cannibal" by his classmates, a name which was to stay with him throughout his life. Two classmates described him as follows:

Vicente was the kind of man who is always loved and respected by those who knew him. He was anything but handsome, having the darker Chinese cast of countenance, marked with smallpox, and a heavy build. He had a rough and cheerful, even boisterous manner, was a born gambler, and was willing to join in any activity. He had a kind heart under this rough-exterior, and was very considerate of others in the smallest details. He fully absorbed the spirit of West Point, and was always proud that he was a graduate. He was also very proud of his country and his people . . . [and] . . . was in a difficult position--for the white man in the orient does not always appreciate the oriental. Vicente, however, had a very clear understanding of both points of view.³

Despite some difficulty in English, Lim graduated on June 12, 1914, standing 77 out of 107. Manuel Quezon, Philippines' Resident Commissioner to the United States, journeyed to West Point from Washington, D.C., to attend Lim's graduation. Upon Quezon's arrival he was met by the underclass Filipino cadets now at West Point. Quezon inquired as to the whereabouts of Lim. One of the Filipino cadets said that Lim was walking the area (a form of punishment) because "a professor said a derogatory remark concerning Asians and Lim defended us."⁴ Quezon replied, "Lim is impetuous, but he certainly did the right thing."⁵

Lim was appointed a Second Lieutenant in the Philippine Scouts and rose to the rank of Lieutenant Colonel by 1935. While a student at the Army War College, Washington, D.C., in 1929, Lim wrote a treatise entitled, The Philippine Islands--A Military Asset. In that treatise he outlined the pending war with Japan and the manner in which the Japanese would invade the Philippines, including the location of Japanese landings and the capture of Corregidor. His treatise was cited by the Commandant of the War College as a "Study of Exceptional Merit."⁶

On November 15, 1935, pursuant to the Tydings-McDuffie Act, the Commonwealth of the Philippines was inaugurated with Manuel Quezon as President. One of the initial tasks of the Commonwealth was to provide for a Philippine Army (PA) based on universal military training and an active reserve. An American advisory group under General Douglas MacArthur (USMA 1903), Lieutenant Colonel Ord (USMA 1915), and Major Eisenhower (USMA 1915) was charged with organizing and training the new PA. On June 30, 1936, Lim retired from the US Army (short of a pension) and on July 1, 1936 was appointed a Brigadier General in the Philippine Army. Lim rose to become Deputy Chief of Staff of the PA and, in 1941, was assigned command of the 41st Philippine Army Division.

General Lim fought in the Bataan campaign he predicted in 1929 and was captured by the Japanese on April 9, 1942.⁷ General Lim was later released from the prisoner of war camp because of illness. He soon joined a guerrilla resistance group, but was recaptured by the Japanese and executed in January 1945. General Lim's daughter, Lolly, recalled that he left a message for his family in which he said that "he never broke the motto of West Point which meant so much to him."⁸

Each year during the graduation ceremonies at the Philippine Military Academy the family of General Lim presents the second lieutenant insignia to each graduating cadet. Along with the insignia is a letter in which the family recalls the memory of General and Mrs. Lim and the USMA motto Duty, Honor, Country.⁹

This discourse on General Lim is important in order to reflect the influence this first Filipino graduate has had on the Republic of the Philippines and the tone he has set for those Filipinos who would follow him. His performance exemplifies Taft's rationale for the admission of Filipinos to West Point.

FILIPINO USMA GRADUATES, CLASSES OF 1914-1948

During the period 1914-1944, 32 Filipinos were admitted to the USMA under Public Law 154 (see Appendix). Of this group, 28 graduated. The four non-graduates left USMA because of deficiency in English, physical disability, making a false official statement and difficulty in mathematics.¹⁰

The available data indicate that of these 28 graduates:

- 25 completed a full career of military service or were killed on active duty or discharged for physical disability. (Six of these elected to complete their military service in the US Army after Philippine Independence and became US citizens.)

- four became general officers in the Philippine Army.

-- Brigadier Generals

Lim (USMA 1914)

Segundo (USMA August 1917)

Fajardo (USMA 1934)

-- Lieutenant General¹¹

Ileto (USMA June 1943)

- 23 served actively in the World War II defense of the Philippines.

Fifteen of these were captured and became prisoners of war (POW). Six of these POWs were subsequently executed by the Japanese:

-- Lim (USMA 1914)

-- Segundo (USMA August 1917)

-- Baclig (USMA November 1918)

-- Martelino (USMA 1920)

-- Garcia (USMA 1923)

-- Gepte (USMA 1940)

- many served in significant national roles, e.g.:

-- several in the creation and growth of the Philippine Military Academy.

-- Vice Chief of Staff of the Armed Forces of the Philippines (1972-1975) and later as Ambassador to Iran, Turkey, and Thailand. Ileto (USMA June 1943).

-- Commanding General, Philippine Army (1958-1960), Fajardo (USMA 1934); (1969-1972), Ileto (USMA June 1943).

-- Under Secretary of Defense (1969-1975), Salientes (USMA 1937).

- After departure from military service, several have made notable business contributions, e.g.:

-- prime force in the development of Makati, the modern commercial district of Manila. Velasquez (USMA 1931).

-- President of a company which has completed major construction projects in the Philippines and is currently involved in building the first nuclear power station in the RP. Chanco (USMA 1938).

- one of these graduates, Romero (USMA 1931), was court-martialed in 1940 for giving classified maps to unauthorized individuals. He was sentenced to dismissal, forfeiture of all pay and allowances, and 15 years at hard labor at the US Penitentiary, McNeil Island, Washington.¹²

The major roles performed by this "first generation" of Filipino graduates can be summarized as:

- preparation for the defense of the Philippines.
- World War II combat--in organized units and as guerrillas.
- contribution to the founding, organization, development and leadership of the Armed Forces of the Philippines.

CHAPTER III

FOOTNOTES

1. Correspondence, War Department, 1908-1909, concerning implementation of legislation admitting Filipino cadets.
2. Because of the obviously smaller stature of Filipinos, the War Department, on March 13, 1912, stated that "Philippine cadets should be required to conform to [the standard for the Philippine Scouts] rather than that of American boys who are candidates to West Point." (Letter from War Department to Superintendent, USMA.) This was reflected later as a minimum height of 59" for Filipinos as compared to 64" for US candidates. Information Relative to the Appointment and Admission of Cadets to the United States Military Academy, 1924 Edition, p. 11.
3. Obituary of Vicente Lim, Assembly, January 1949, pp. 12-13.
4. Unfortunately, evidence of derogatory attitudes concerning Asians during that period can be found in the published record of the Banquet in Celebration of the Centennial Anniversary of the Founding of the United States Military Academy at West Point, N. Y., Manila, 1902.
5. Lolly Lim, "They Called Him Cannibal," The Philippine Herald Magazine, May 30, 1964, p. 14.
6. MAJ Vicente Lim, The Philippine Islands--A Military Asset, cover letter--dated May 2, 1929.
7. Ironically, Lim's opponent on Bataan was General Nara, a Japanese classmate at Fort Benning, Georgia, in 1926.
8. Lolly Lim, p. 14.
9. General Lim had six children. Of these, one graduated from West Point (USMA 1944) and one from the US Naval Academy, Annapolis, Maryland.
10. One of those who did not graduate was Emilio Aguinaldo, Jr. (ex-USMA 1927), the son of General Aguinaldo, leader of the Philippine Insurrection. A West Point classmate of Aguinaldo, Jr., was Frederick Funston, Jr., son of General Funston who captured Aguinaldo. One tale has it that upperclass cadets would have Aguinaldo, Jr., and Funston, Jr., replay the Insurrection.
11. The Armed Forces of the Philippines (AFP) has only one Lieutenant General, active duty, authorized--as Vice Chief of Staff, AFP. The Chief of Staff, AFP, is a full General position. The Commanding General, Philippine Army, is a Major General, subordinate to the Chief of Staff, AFP.
12. US War Department, General Court Marcial Order #10, July 8, 1941. Romero completed his sentence and now resides in the Philippines.

CHAPTER IV

POST-INDEPENDENCE PERIOD, 1946-1981

CHANGES IN IMPLEMENTATION OF THE LEGISLATION

In accordance with the Tydings-McDuffie Act, the Commonwealth of the Philippines ceased to exist on July 4, 1946 when the United States withdrew its sovereignty and the Republic of the Philippines was established. The FCP was continued with the President of the Republic of the Philippines designating the candidates.

Initially candidates were still selected by a competitive Civil Service examination, but increasingly the successful candidates came from those enrolled at PMA. This was probably due to their already successful passing of rigid physical, medical, and mental standards and their up to one year of academics at PMA. This latter point, however, continued to be an irritant due to the resulting one-year loss of seniority since they were required to repeat the plebe year at the USMA. Eventually, the Philippine government changed the candidate selection procedure such that candidates for the USMA must come from the entering PMA plebe class. Since the plebe class enters on or about April 1 of each year, the candidates can be selected from this group with the successful candidate joining the USMA class entering on or about the following July 1.

This new procedure has several distinct advantages:

- the successful candidate will have demonstrated his commitment to service in the Armed Forces of the Philippines by virtue of his competition and selection for PMA.
- having completed the initial two-month training period at PMA he will be well prepared to handle the initial USMA training (called "Beast Barracks").

- he establishes a relationship with a PMA class and, assuming a normal four-year program, is commissioned at the same time as that class.¹

With this procedure the successful PMA cadet has survived three stages of competition:

- selection for PMA.
- selection by PMA to compete for USMA admission.
- selection for the USMA as a result of the USMA entrance examinations.

Clearly, the Philippines is providing the USMA with the crème de la crème.

THE FIRST FOREIGN CADET FROM THE
REPUBLIC OF THE PHILIPPINES

Following Philippine independence, Fidel V. Ramos became the first foreign cadet from the RP. He was selected via the Civil Service examination procedure. Originally, the RP thought that three cadets could be admitted due to non-selections during the war years.² However, the legislation was interpreted literally and only one, Ramos, was admitted.

Ramos entered the USMA late, on August 12, 1946, and thereby missed the "Beast Barracks" portion of the new cadet training. A classmate described his attitude as "I can do it" or "show me how." Ramos participated fully and successfully in the West Point program and graduated with the Class of 1950, standing 64 out of 670 which earned him membership in the prestigious Phi Kappa Phi Honor Society.³

Ramos was commissioned a Second Lieutenant in the Philippine Army and subsequently rose to the rank of Major General, in which he is now serving. General Ramos' assignments have included platoon leader with Philippine forces in Korea during the Korean War and as Chief of Staff of Philippine forces in Vietnam during the Vietnamese War. His other positions have included Presidential Assistant on Military Affairs and Assistant and Deputy Chief of Staff

positions. He is currently serving as Chief, Philippine Constabulary and, concurrently, as Director-General of the Integrated National Police.⁴ He has served six times as Acting Chief of Staff of the Armed Forces of the Philippines, most recently in November 1980.

This discourse on General Ramos is important because as the first post-independence cadet he has set the tone for those to follow. Frequently, in interviews with subsequent Filipino USMA graduates, Ramos is referred to as an example to emulate. US officials praise his sense of professionalism, duty, and integrity.

FILIPINO USMA GRADUATES, CLASSES

OF 1950-1980

During the period 1946-1980, 33 Filipinos were admitted to the USMA (see Appendix). Of this group, 30 graduated and three are currently in residence as cadets.⁵

The available data indicate that of these 30 graduates:

- seven completed a full career of military service (one in the Philippine Air Force) or were retired early for disability.
- 21 are still on active duty (one in the Philippine Air Force).
- one was permitted to resign from the Army four years after graduation in order to join the Philippine Foreign Service.

- one failed to return to the Philippines after graduation.⁶
- two have achieved general officer rank in the Philippine Army.

-- Brigadier General

Magsino (USMA 51) (now retired)

-- Major General

Ramos (USMA 50)

- many have, or are, serving in significant national roles, e.g.:

-- Superintendent, PMA, (1976-1978), Magsino (USMA 1951).

-- Ramos (USMA 1950), already discussed earlier.

-- youngest Filipino to ever be appointed Career Minister in the Foreign Service--currently detailed as Deputy Minister of Highways to attack corruption in that Ministry--Syjuco (USMA 1969).

- six of the seven who retired have become senior executives in the Philippine business community.

From September 1972 to February 1981, RP President Ferdinand E. Marcos placed the entire country under martial law in order "to save the Republic and to reform society."⁷ During this period many military officers were brought into the civil administration of the government. Filipino West Pointers were in this group. For example,

- Mirasol, Jr. (USMA 1958), MS in Operations Research from Ohio State--Director of the Presidential Management Staff; upon retirement Mirasol was succeeded in that influential position by Luis (USMA 1962).

- Baraoidan (USMA 1959), PhD in Mathematics from the University of California at Berkeley--established and became Managing Director of the National Computer Center under the Office of the President.

- Abesamis (USMA 1965), MS and ABD in Economics under a Ford Foundation scholarship at the University of the Philippines--assigned to the Office of the President and served as a special assistant for the Philippine Development Bank and later as governmental expeditor for Philippine Overseas Construction.

On October 21, 1972, a Muslim secessionist rebellion broke out on the southern island of Mindanao and is continuing as of this date. Many of the post-independence Filipino USMA graduates have found themselves in that conflict, as well as in an ongoing, persistent problem with a Communist insurgent group called the New Peoples' Army. Of recent note is Second

Lieutenant Danilo Lim (USMA 1978) who has earned fame for his bravery and achievements against the Muslim secessionists. Lim has already been wounded several times, once seriously, and has received many decorations including the Gold Cross "for gallantry in action during an encounter with numerically superior forces."⁸

In sum, the major roles being performed by this "second generation" of Filipino graduates can be summarized as:

- service in a variety of national security roles.
- nation-building through involvement in high-level civil government positions as well as military civic action.
- combat service with US Forces in Korea and Vietnam.
- combat service against the Muslim secessionist rebellion and the Communist New Peoples' Army.

CHAPTER IV

FOOTNOTES

1. His PMA class graduates in March, four years after entering. Although he will graduate from the USMA the following May, he is interpolated into the order of commissioning of the PMA class according to his relative standing in his USMA class.

2. One Filipino cadet did enter during the World War II period. Albert F. Alfonso, born in the Territory of Hawaii of Filipino parents, was designated as the Filipino candidate by President Quezon, then in exile in the United States (1944). Alfonso was brought to the attention of Quezon by his aide, Colonel Jaime Velasquez (USMA 1931). Upon graduation with the Class of 1948, the technicalities of his birthplace permitted Alfonso to also be commissioned in the US Army, which he elected. He served a full career in the US Army, retiring as a Colonel in 1970.

3. Engineering equivalent of Phi Beta Kappa.

4. These positions put General Ramos essentially in charge of civil law and order in the RP.

5. There was no Filipino cadet admitted in 1977 with the USMA Class of 1981. Unofficial US and RP reasons for this conflict. One likely explanation is that US-RP attention was focused on negotiations over amendments to the RP-US Military Bases Agreement of 1947.

6. Benjamin Lazo (USMA 1972).

7. The National Security Review, Vol. I, No. 2, December 1973.

8. Linda Carino, "Of Officers and Men," Fort Sentinel, January-March 1981, p. 9.

CHAPTER V

EXPERIENCES AS CADETS

BEFORE ADMISSION

The Filipino cadets appear to represent a broad cross section of Philippine society. Fathers' occupations include farmer, tailor, insurance agent, diplomat, military officer, civilian employee of US Navy, surgeon, clerk, and druggist. Several were fatherless by the time they competed for USMA. There does appear to be an overrepresentation of the northern (Ilocono) and central (Tagalog) groups relative to their percentage in the population.¹ This is probably due to interest and educational opportunities. Interest in the USMA has been sparked by relatives and friends, knowledge of prior graduates, and television movies about West Point. (Two Filipino cadets were the sons of USMA graduates.²)

Many have had one or more years of college (not including PMA) prior to entering the USMA. At least one had earned a degree in engineering and was a practicing engineer at the time of admission. In the post-independence group there appears to be a variance with regards to support provided by the US Military Attaché. Most Attachés were helpful in assisting the successful Filipino candidate complete documentation and travel arrangements to West Point. A few instances appear to suggest that some of the successful Filipino candidates had to fend for themselves.

An unexpected aspect has been the \$300 deposit that an entering cadet is asked to bring with him. For many Filipino cadets this has proved a great hardship. One graduate reported that village social groups held activities to raise the money. Another could not, despite help from relatives, raise

the \$300 . . . his father said to go anyway, that he didn't think West Point would turn him away. It didn't.³

A sample of 19 post-independence scholastic aptitude test (SAT) scores revealed the following:

	<u>Filipino Cadet Average (N=19)</u>	<u>US National Average</u>	<u>USMA Admission Average</u>
Math SAT	650	498	639
Verbal SAT	564	475	561

The surprising strength in the Verbal SAT reflects their education in English. But, as may be expected, most have trouble with the slang and colloquialisms of American English which is an irritating, sometimes humorous, problem until it is overcome.

For admission to the USMA, the candidate must be between 17 and 22 years of age on the date of admission. Filipino cadets averaged 19 years, 11 months. The youngest, Chanco (USMA 1938), was 17 years, 4 months, and the oldest, Punzalan (USMA 1936), was one day short of his 22d birthday.

Reasons given by Filipino USMA graduates for attempting to enter West Point include:

- the superb, free education at one of the most prestigious schools in the world.⁴
- family pressure.
- impressed by USMA graduates and the fact that they were men of integrity.
- prestige of the military within the Philippine society and of West Point as the premiere military school.
- West Point television series.
- wanted to be a soldier; felt USMA provided the best training.
- US cadet pay and allowances, relative to Philippine economy, would permit financial assistance to poor family.

PERFORMANCE AS CADETS

One of the most vivid memories of USMA graduates is their first day at West Point--currently called Reception Day. It involves a brusque, rigorous introduction to cadet life and, especially, the "lowly" status of a "plebe" (freshman). The day is essentially devoted to in-processing details and elementary training to the point where, by late afternoon, the new cadet class parades in formation at a ceremony where they take the Cadet Oath. For some of the Filipino cadets this was a traumatic introduction to the US and West Point. At least one had no expectation of this treatment--expecting a quiet, relaxing academic environment. On the other hand, those who had PMA experience were well prepared for the event. In fact, several, who were former PMA cadets, can recall assisting their US classmates in the rigors of the initial days.

Medically, the Filipinos fare about as well as their US classmates. A few had sinus problems as a result of the climatic change--one had a prior sinus problem clear up in the West Point environment. One missed about half of senior (first class) year due to pneumonia which led to tuberculosis. Another contacted tuberculosis requiring almost two years hospitalization, but still graduated--though six years after entering.

Physically, the Filipinos indicate that they are either equivalent to or a little below the average US cadet. This is especially noted in upper body strength and endurance. This can probably be attributed to the limited physical education opportunities at Philippine schools and universities. Physical education facilities, equipment, and staff are frequently found only at the more financially able schools. Those Filipinos, however, who enter via PMA appear to be physically equivalent to their US contemporaries.⁵ There is evidence of participation in sports at the varsity

level--e.g., swimming, wrestling, and soccer. Most, however, preferred club sports activities. As a group the Filipino cadets appear to have taken full advantage of the wide range of the USMA social, athletic, and extracurricular activities.

Academically, the Filipinos performed quite well:

- almost seven out of ten graduated in the top half of their class, with four out of ten in the top quarter.

- less than two out of ten graduated in the bottom quarter of their class.

- the highest ranking graduate was Mirasol, Jr. (USMA 1958) who graduated within the top 3% (15/573).

- at least four Filipinos were Distinguished Graduates, defined as being in the top 5% of their class.

- one was the last man to graduate in his class, Airan (USMA 1925).⁶ On the one hand it would be expected that Filipino cadets would do rather well due to the process by which they are selected. However, the foreign environment and remoteness from their homeland must also be considered as a possible inhibition of academic achievement.

In military training and achievement, one Filipino attained the rank of Cadet Captain, at least six were Cadet Lieutenants, and at least 30 were Cadet Sergeants.⁷ One pre-independence Filipino graduate felt that there was an unwritten policy that foreign cadets could not be placed in cadet chain of command positions where they would "command" US cadets. There are counterexamples to this view. Cadet leadership ratings are usually a function of other cadet evaluations and tactical officer views. On occasion the Filipino cadet has been cited for "lack of aggressiveness" and urged to be more outgoing in his conduct and contact with other cadets.

Although this admonition can also be found in some US cadet records, in the Filipino case some may be due to ignorance of the Filipino societal norms with the subsequent attempt to create a "US-style" leader. None of the Filipinos interviewed felt harmed by such instances--rather they unanimously wanted to be treated the same as US cadets.

In the case of indiscipline, Filipino cadets appear to be normal. Many have "walked the area" at least once (a punishment tour where one is required to march a pattern with his rifle, usually during a period of time that would normally be free for relaxation). Several have been "slugged" (a serious form of cadet punishment involving punishment tours and/or room confinements)--usually for being late in returning from leave; especially when one would try to travel to the Philippines during a two- or three-week period.⁸ But, the frequency and severity of punishment appear to be no different than for their US classmates.⁹ Indeed, some Filipino cadets were noted for being especially free of discipline infractions.

In all interviews, there was only one Filipino graduate who recalled any incident of distasteful racial comments at which he took personal offense.¹⁰ The Filipino graduates were unanimous in their view that they were treated just like any other cadet by USMA staff and faculty. In many cases, they felt that other cadets and Academy officers might have treated them a little more positively because they were a foreign cadet. Most Filipino graduates found a surprising ignorance of the Philippines among the US cadets.

Some of the best memories of the Filipino graduates involve their contacts and relationships with their classmates.¹¹ Some of the worst memories were the loneliness--especially those who were unable to get home; the long, cold winters at West Point; and in at least two instances

the negative treatment and isolation of black cadets by white cadets which resulted in the black cadets' voluntary resignations.¹²

To a man, the Filipino graduates would repeat the experience. Several volunteered that their cadet days were the best days of their life.

CHAPTER V

FOOTNOTES

1. This has also been noted in a separate study of PMA cadets, Ronald G. Bauer, Military Professional Socialization in a Developing Country, PhD Dissertation, 1973.

2. Lim Jr. (USMA 1944), son of Lim (USMA 1914); Sanchez Jr. (USMA 1980), son of Sanchez (USMA 1954). Janairo (USMA 1930), now a US citizen, had two sons graduate--(USMA 1954) and (USMA 1964). Flor Cruz (USMA 1942), now a US citizen, currently has a daughter enrolled in the Class of 1982.

3. Recently the RP has authorized a \$300 payment to the entering cadet to cover this expense. However, the administration of this by the AFP appears sporadic. It should be noted that if a cadet does not have the \$300, then it will automatically be obtained from the cadet's future cadet pay.

4. The most frequent response.

5. One humorous anecdote involved a USMA swimming coach's assumption that all cadets from the Philippine Islands were good swimmers. One Filipino, after being forced into the swimming pool, required rescue by the fully clothed instructor. When the instructor inquired as to why he couldn't swim, the cadet replied that he grew up "inland."

6. Unfortunately, Airan was killed when run over by a horse three years after graduation. Although Cepeda (USMA 1934) is frequently mentioned as the last man in his class, Association of Graduates records shows him to be next to last.

7. Cadet Captain is the highest cadet rank attainable and is reserved for cadet company commanders and higher cadet commanders and staff members. The Filipino Cadet Captain was a member of the Regimental Staff. Making any cadet officer rank (Lieutenant or Captain) is a significant achievement.

8. The usual method is by space available on US military aircraft. The Filipinos report that US military officials have been quite accommodating in assisting them in this regard.

9. One anecdote involved a Filipino cadet who, while a plebe, was cited for having his parade belts too long, then a few minutes later cited again for having them too short. He had made no adjustments in the interim.

10. He was called a "Chink" or "Flip" by some fellow cadets in what he felt was a derogatory manner. He was aware that this was not typical.

11. Filipino cadets do not appear to make a special effort to socialize with only other Filipinos. On the contrary, they seek and enjoy the company of US cadets.

12. This has not been noted in recent times. Some Filipinos did express concern about having US roommates from the South--but they soon found their preconceived concern unnecessary.

CHAPTER VI

EXPERIENCES AS USMA GRADUATES

POST GRADUATION

During the pre-independence period, the Filipino graduate took the commissioning oath along with his US classmates, since the Philippine Scouts were a part of the US Army. After independence the RP military attache typically comes to the cadet's graduation and administers the oath commissioning him in the Armed Forces of the Philippines (AFP).¹

Pre-independence, post-graduation experiences appear to be not too dissimilar from US graduates. Post-independence graduates seem to have experienced a non-uniformity in treatment with regard to their integration into the AFP. For example, some have been permitted to go directly to graduate school, others have not; some have had good communication with the AFP as to the selection of their branch of service, others felt their desires were not considered. Some recent graduates have complained of an apparent lack of concern in the AFP headquarters as to their first assignments. At least two graduates waited several months for orders--only receiving them when initiating reminders to AFP headquarters. This has frequently caused the very enthusiastic, optimistic young graduate to become quickly disillusioned with his future role within the AFP.²

Another issue of concern is the young graduate's frustration with the different (to him inefficient) operating procedures of the AFP and the lesser quality and quantity of equipment and facilities, than he has become used to in the US Army. Although the graduate anticipates this difference, he is still surprised by it.³ Usually, after the young graduate has settled in to his first assignment, he adjusts to the challenges of his position.

CAREER

Career achievements have been discussed earlier. This section is concerned with the experiences of Filipino USMA graduates as concerns the impact of their graduation from the USMA on their careers.

During the pre-independence period, the Filipino USMA graduate appeared to have enjoyed excellent career opportunities. He was working in a US Army environment and was relatively advanced among his Filipino peers due to his USMA education. He certainly could work comfortably with US officers and units and enjoyed the support from USMA classmates he met frequently. As independence approached and the choice of remaining in the US Army or reverting to the AFP presented itself, each graduate evaluated the situation based upon his experiences and desires. Some saw special opportunities in the AFP. Others had experiences with non-USMA Filipino officers and officials that made them apprehensive for their future. Each was an individual case and individual decision.

During the post-independence period, there appear to be several factors that have played significant roles in their careers:

- the growth and maturity of the Philippine Military Academy (to be discussed in Chapter VII). The increasingly large role that PMA graduates are playing in the AFP has caused many USMA graduates to feel that their advancement opportunities have diminished as the PMA graduates assume dominance within the AFP. Although they automatically become members of the Philippine Military Academy Alumni Association (PMAAA), the apprehension continues.

- the emergence of the Philippine political system. This system has been described by some observers as an extension of the Filipino family concept, wherein positions and opportunities are based to a large degree on familial, school, or regional connections rather than on peer merit. Though the

Philippines is not unique in this regard, the Filipino USMA graduate views his advancement opportunities as more a function of these items than his ability to achieve results.

- the martial law period 1972-1981. During this period many USMA graduates were brought into the civil side of the government. Their subsequent experience with these duties, coupled with their several years away from regular military units, have caused them to be apprehensive of their return to the military. At the same time it has made them attractive potential employees of private business and industry.

- the changing role of the military in Philippine society. As the Philippine nation has matured, the industrial and business community have become a strong force in the society. The emergence of the technocrat and businessman have made these attractive, rewarding career alternatives. Given the high capability and credentials of the Filipino USMA graduates and the relatively low salary scale of the Filipino officer corps, premature termination of military careers may become more frequent.⁴

- the insurgency problem. The continuing conflict presented by the Communist New Peoples' Army insurgency and the Muslim rebellion. Extended commitment to remote duty sites may prove to be an unacceptable hardship for some officers, regardless of source of commission.

Given this background, Filipino USMA graduates see unique strengths and difficulties arising from their USMA experience. Some strengths are:

- loyalty.
- integrity.
- "can do" attitude.
- leadership ability.
- managerial ability.
- problem solving ability.

- mission-oriented attitude.
- social at-ease.
- global perspective.
- self-discipline.

The difficulties generally arise from conflicts with what they feel are USMA strengths:

- loyalty. They generally view their supreme loyalty to be to the RP. However, societal practice frequently puts a premium on supreme loyalty to an individual. This has led to the observation that the USMA graduate will "always be a bridesmaid, but never a bride." This, in essence, refers to the view that they will never be the top minister in a bureaucracy or the Chief of Staff of the AFP. It is definitely not a suspicion of their US affiliation.⁵ It is the perception that in a highly political country like the Philippines they may not be capable of "toeing a party line."

- integrity. They generally see themselves as having difficulty compromising their basic views of honesty and fairness. This has caused personal conflict and soul-searching for many of them.

- "can do" attitude. Several say that they feel this causes others to expect too much of them and if they cannot deliver it is a slap against West Point. When they do deliver they occasionally feel that the response is, "Well, it's what you were expected to be able to do."

- global view. Some Filipinos charge that the USMA graduate tries to bring US solutions to local problems. The retort was that obviously since the problems still exist a fresh point of view might be helpful.

In sum, the career experience of the Filipino USMA graduates is that their West Point graduation has:

- given them a unique capability to contribute to the Philippines.

- opened doors and opportunities for them as a result of others recognition of this capability.

- placed them in the role of "setting the example" for officers from other sources of commission.

- presented them with personal conflicts as they wrestle with the gray area between a high set of standards and the compromises they view as necessary to their career.

The influence of the USMA label was perhaps best expressed by one graduate now occupying a senior position in the government when he said that frequently when he is introduced to someone it is not in the context of his title or achievements, but as one who graduated from West Point.

CHAPTER VI

FOOTNOTES

1. Several stated that they would like to have had more contact with their armed forces over the four years as a cadet. Usually, contact is limited to the activities at graduation plus any visitors from the RP who might seek them out to say a hello or receive a tour of West Point.
2. This apparent lack of concern by AFP Headquarters may not be directed at the USMA graduate per se, but rather may represent a slower, less systematic procedure than the Filipino cadet has come to expect from his US experience.
3. Apparently PMA graduates have the same problem, but to a lesser degree. It must be noted that US graduates also experience a "step-down" phase.
4. Previously the four years at a Military Academy (PMA, USMA) counted toward the 20 years minimum service for voluntary retirement. Recently this has been changed to make them non-creditable for retirement purposes.
5. Although there have been a few cases of Filipino USMA graduates being referred to as "colonial boy" or a "CIA man" the individuals involved feel this is done in jest, possibly envy, but never out of a concern for their loyalty.

CHAPTER VII

THE PHILIPPINE MILITARY ACADEMY

Peace did not automatically follow the capture of General Emilio Aguinaldo on March 23, 1901. Remnants of Aguinaldo's forces, bandits, and general unrest were present throughout the islands. In order to maintain law and order Governor Taft's deputy, Vice-Governor Luke R. Wright, proposed that a force, under local civil rule, be established. It was felt that the US Army's role in defeating the insurrection made it an unpopular force to police local law and order. Accordingly, Organic Act No. 175 was passed by the Philippine Commission on July 18, 1901. It provided for the creation of an insular police force, and the Philippine Constabulary--a para-military type police force--was born.¹ Henry T. Allen (USMA 1882), a Lieutenant Colonel in the US Volunteers in the Philippines, was named Chief of Constabulary with David J. Baker (USMA 1886), a captain, as his assistant.²

In order to train newly appointed officers in the Constabulary, an academy was established in 1904, graduating its first class on June 30, 1904. On February 17, 1905, this academy was revitalized and the Officers' School was established at Santa Lucia Barracks in the Walled City of Intramuros, Manila. It conducted a three-month course with the aim of producing "gentlemen-fighters" who were to bring about local law and order. On August 1, 1908, the now "Constabulary School" was relocated to a site known as Constabulary Hill in Baguio City.^{3,4} In 1914⁵ the course was extended to six months and in 1916 the course of the new "Academy for Officers of the Philippine Constabulary" was extended to nine months. In 1919 the course was further extended to two years and the curriculum was expanded so that the cadet could now also be commissioned as a third lieutenant in the armed forces.

In 1928 the supervision of the Academy was transferred from the Chief, Philippine Constabulary to the Secretary of Interior and it was given the name, "The Philippine Constabulary Academy." At the same time, the course was extended to three years with the addition of academic subjects such as law, history, languages, and mathematics and the graduates were awarded Bachelors Degrees. On January 11, 1936, President Quezon, as a result of Commonwealth Act No. 1--the National Defense Act--established the Philippine Military Academy with a four-year curriculum.⁶

General Douglas MacArthur, now Quezon's military adviser, turned his attention to PMA with the view of patterning it after USMA. Quezon and MacArthur selected Colonel Pastor Martelino, a Filipino USMA graduate (USMA 1920) to be the first Superintendent, PMA. He was to be followed as Superintendent by Colonel Rafael Garcia, another Filipino USMA graduate (USMA 1916).

In December 1941, with the extension of World War II to the Philippines, the Philippine Military Academy was closed. The junior and senior classes were commissioned into the Armed Forces and the freshmen and sophomore classes were disbanded with these cadets voluntarily joining the underground.

Following the war the PMA was reactivated at its former site, now called Camp Henry T. Allen, and the first post-war cadets reported on April 1, 1947.⁷ The first post-war Superintendent was Tirso G. Fajardo (USMA 1934) and the Commandant was Antonio Chanco (USMA 1938). Leon F. Punzalan (USMA 1936) was appointed head of a study group with the mission of proposing a new curriculum for the PMA and selecting a permanent site for the Academy. After journeying to West Point and other locations, they submitted their recommendations. Pedro Flor Cruz (USMA 1942) personally selected the current site of PMA at Fort Del Pilar outside Baguio City. On May 24, 1950, PMA was relocated to this site.

The PMA has grown and matured over these past thirty years with an academic curriculum and military training program somewhat similar to USMA. Being the only national military academy, the PMA graduates are commissioned in all services of the AFP. In addition, the Philippine Military Academy now has its own Foreign Cadet Program. Paragraph 47, AFP Regulations G-134-011 provides that:

The President is authorized to permit a quota of one foreign cadet per class to each foreign country maintaining diplomatic relations with the Republic of the Philippines in the condition that the pay and allowances, per diems and travelling expenses of such cadets be borne by his country.⁸

On March 15, 1981, PMA graduated 161 cadets in the Class of 1981. Sixty-one were commissioned in the Philippine Army, 35 in the Philippine Constabulary, 33 in the Philippine Navy and 29 in the Philippine Air Force. Three of the graduates were foreign cadets; one each from Thailand, Singapore, and Malaysia.⁹

The PMA is currently in an expansion program from a current strength of about 1,000 cadets to an authorized strength of 2,000 cadets by 1984. Consideration has been given to the admission of females. In anticipation of that possible eventuality, PMA requested authorization to send a female to USMA, the view being that she would then be knowledgeable of, and in a position to assist, PMA integration of women when the time came. To date, this plan has been disapproved by AFP Headquarters.¹⁰

The expansion of the PMA will lead to a ratio of about 1 out of every 4 officers in the AFP being a PMA graduate. The influence of PMA in the RP was well synthesized by Dr. Ronald Bauer in 1973 when he wrote:

PMA alumni have traditionally enjoyed greater opportunities for advancement to the higher ranks of the military profession than do those officers who receive their commission from other sources. PMA graduates direct national economic and social development programs, as well as perform the traditional military and police functions of deterring or

combatting threats to national security and maintaining law and order. They belong to the influential PMA Alumni Association that has become increasingly instrumental in promoting the interests of active and retired military officers at the highest levels of Philippine government. PMA graduates have also been appointed to posts at both the national and provincial levels that have been previously held by civilians. Finally, with the imposition of martial law in September, 1972, the role of the military in the Philippine political system has become even more crucial.¹¹

CHAPTER VII

FOOTNOTES

1. Colonel R. P. San Gabriel, et al., The Constabulary Story, p. 22.
2. Allen was subsequently promoted to Brigadier General and Baker was promoted to Colonel.
3. Florencio Magsino and Rogelio S. Lumabas, Men of PMA, Vol. 1, p. 19.
4. Baguio City is approximately 155 miles north of Manila in the mountains of Northern Luzon.
5. The year Vicente Lim, the first Filipino cadet, graduated from West Point.
6. Magsino, p. 63.
7. PMA Bulletin of Information.
8. AFP Regulations G-134-011, undated, p. 13. (The cost of each PMA graduate is about \$17,000, as compared to about \$125,000 for a USMA graduate.)
9. "The Class of 1981," Fort Sentinel, January-March 1981, pp. 11, 14.
10. Interview with Brigadier General Angel Kanapi, Superintendent, PMA, March 24, 1981.
11. Bauer, p. 224-225.

CHAPTER VIII

ANALYSIS AND CONCLUSIONS

ANALYSIS

Implementation

The concerns here are with the process of selection of the Filipino cadet, the Filipino cadet's experiences at the USMA, and the Filipino graduate's return to the Armed Forces of the Philippines.

The selection process displays several strengths:

- the RP decision to select the USMA candidates from among entering PMA freshmen. This yields candidates already disposed to a military career in the AFP, associates the candidates with a PMA class, and provides an initial indoctrination period at PMA before the successful candidate enters the USMA.

- the Filipino cadets represent a broad spectrum of Philippine society. As a group, the Filipino cadets are not sons of the elite. Indeed, most came from poor or modest backgrounds. Being selected as the Filipino cadet is as much a possibility for the son of a poor laborer as the son of a wealthy member of the elite. These "success stories" become well-known to the Philippine citizenry.

- the USMA examination and selection of the successful candidate. The USMA requires that the successful Filipino candidates be as admissible as his US contemporaries. The USMA does not feel obliged to take a Filipino candidate who does not meet critical admission criteria. On occasion, no Filipino candidates were successful.

- the legislation providing for the program. The authority to admit a Filipino with every class has institutionalized a selection process in the RP which strongly supports the program. It is this guarantee of the annual vacancy that results in strong support from the RP and the USMA

Admissions Office. The proposed legislation (H. R. 6600) which would eliminate this guaranteed vacancy for the Philippines is viewed, almost unanimously, as weakening a very strong feature that has been a major factor in the program's success.

Weaknesses of the selection process are:

- the variance in support provided by US Military Attachés to the successful candidate. Although the current Attaché is a strength of the program, it has not always been the case. One Filipino graduate spoke of being required to pay the US consulate \$75 for a student visa to go to West Point. (The visa should have been free but the consular official insisted and the Filipino had to raise the \$75.) Another was told that his relatives could accompany him to Clark Field to see him off, but entrance was denied to all but parents and siblings.

- the initial \$300 the cadet is requested to bring with him. For several Filipino cadets this has proved to be a substantial hardship. Although the AFP has recently authorized giving \$300 to the cadet, doing so has been sporadic (e.g., the last two Filipino cadets did not receive it.)

- the relatively late date of selection of the Filipino candidates. Since the freshmen class enters PMA on April 1, the Filipino candidates must be selected, tested, the results screened by the USMA Admissions Committee, and the successful candidate notified--all on a tight schedule--so that the Filipino cadet can enter the USMA on July 1. Although this process must be completed within a relatively short period of time, the advantages of obtaining the Filipino cadet from the entering PMA class outweigh any change in the selection process in order to lengthen the time available.

While at West Point, the Filipino cadet is treated the same as his US classmates. He is subject to the same standards of performance and the same system of cadet rewards and punishment (less court-martial since independence).

He is not protected from academic or military failure nor denied the rewards of successful accomplishment. He is exposed to the United States, its military, and its society with the frankness and affection that is characteristic of America. Without exception, the Filipino graduates would prefer it no other way.¹ The deficiency in the Filipino cadet's four years at West Point is the lack of contact with, and exposure to, the Armed Forces of the Philippines. This appears to have several effects on the Filipino cadet:

- it increases his post-graduation shock of entry as a second lieutenant into the AFP.
- it decreases his ability to converse knowledgeably with his USMA cadet colleagues and others about his armed forces.²
- it limits his ability to intelligently request a specific branch of service on graduation.

Although this area lies mainly within the purview of the RP, some USMA effort is possible and will be discussed under Recommendations.

Upon graduation the Filipino graduates have had a variety of experiences with entry into the AFP.

- some have been permitted to go directly to graduate school; others have not.
- some have not received the branch of service they requested.
- some have been "ignored" for several months until they actively sought assignment orders.

But, except for the delay in assignment orders, variations in treatment appear to reflect the legitimate interests and policy decisions of the AFP, which, like elsewhere, vary with time. Notably, new Filipino USMA graduates do seem to end up in responsible positions. The event of graduation from West Point does make them an attractive asset to any command.

Intent and Results

The intent of the Filipino Cadet Program was stated by Secretary of War Taft in his January 28, 1908 letter to Congress:

The high standard of thought and action inculcated at the Military Academy could not but impress itself in some considerable degree upon the young Filipinos, and when these returned to their native islands they would convey with them ideas and standards valuable to their own people, and hence valuable to us.

Later rationale for the Foreign Cadet Program includes some more pragmatic intents:

- in 1966 a US Congress House Report states,

It is considered that the admission of citizens of friendly foreign nations to the service academies is a very sound measure to pursue in the national interests of the United States. The good will and the fellowship created among all the cadets and midshipmen is deep and abiding and, although difficult to measure, undoubtedly is cumulative, favorable and enduring. The military expertise instilled in foreign cadets and midshipmen, coupled with their exposure to American ideals and principles, provides a much needed asset, particularly in those less developed countries where the United States is seeking to encourage stability, meaningful progress, and responsible leadership. The US alliance system, and the military assistance programs underscore the extent to which US politico-military relations are conducted in an allied environment.

Academy educations for selected foreign cadets and midshipmen from the Pacific Ocean area could contribute to a better understanding of military concepts, standardized procedures, logistics, strategy and tactics, and even democratic ideals and goals. Given the influence of military officers in the domestic and foreign affairs of many countries, it is felt that a US service academy education for a potential leadership group would redound to the US benefit.³

- in 1974 this 1966 rationale was essentially repeated by the Department of Defense in support of admission of a foreign cadet from Laos.⁴
- in 1980, in discussions with a representative of DOD, another element, though always present, was enunciated:

. . . foreign participation in the academies' educational programs enriches the educational experience of the American cadets and midshipmen, through the resulting broad intercultural expansion of contacts at a formative period in their lives.⁵

In reviewing the evidence, the following points stand out:

- "high standards of thought and action."

The Filipino graduates include on their list of strengths which were acquired and/or honed at USMA--loyalty, integrity, "can do" attitude, leadership, mission-oriented attitude, and self-discipline. They point out that they view themselves as setting the example in these areas, that they are known for these "high standards of thought and action," and that they have wrestled with the problems associated with extending these standards to the areas they influence.

- "the good will and the fellowship created among all the cadets . . . is deep and abiding."

The Filipino graduates report that their best memories of their cadet days at West Point include the friendships and contacts they have made with other cadets and classmates. Many examples of contacts with classmates and fellow graduates exist--both on official and personal levels. A desire of most, if not all, of the Filipino graduates is to return to West Point, at class reunion time with their families, to renew the memories and friendships.

- the military expertise instilled in foreign cadets and midshipmen, coupled with their exposure to American ideals and principles, provides a much needed asset, particularly in those less developed countries where the United States is seeking to encourage stability, meaningful progress, and responsible leadership.

The Filipino graduates have achieved, indeed been sought out for, some of the highest and most responsible positions in their society. Although their incidence of achieving general officer rank may not appear to be as high as their PMA contemporaries (it is higher, in the aggregate, than their US contemporaries) the influence of these but 58 graduates has been many times their number. It should be noted that although the Republic of the Philippines has had, and continues to have, many difficult internal problems, there has

never been a military takeover of power in the country. The military has remained a loyal servant of the constitution of the RP. The influence of the Filipino USMA graduates in this regard is difficult to assess, but it must be counted as a factor.

Of the 46 Filipino graduates still living, the data indicate that 40 are still residing in the Philippines (five of the remainder were pre-independence graduates who became US citizens). Given the fact that these gentlemen have had an extended exposure to the US, have acquired many American friends, and have received one of the finest US educations--one may suspect that they would rapidly give up their low-paying Army and governmental positions for opportunities in the United States. Such has not been the case. In fact, they appear to be dedicated to a future of service and employment within the RP and they mean to provide responsible leadership and meaningful progress to those positions they occupy.

One area of contribution of the Filipino graduates, which is becoming one of the most important, is their role in the establishment and growth of the Philippine Military Academy. The Philippine Military Academy program and objectives mirror very much those of West Point. In fact, Dr. Bauer, in his 1973 study of PMA states that "PMA functions as a socializing institution in a way that is comparable to West Point"⁶ and "the results of this study demonstrate PMA cadet acceptance of democratic practices is coupled with a high level of faith in people."⁷ On February 15, 1981, the speaker at the Foundation Day activities at PMA said:

With the time-honored concept of the supremacy of civilian authority over the military, the Armed Forces . . . committed its resources and devoted its energies to the task of nation building As a former cadet myself, I understand the hardships, heartaches, and frustrations that one undergoes during training. . . . Our country and people have come to depend on the men of PMA in unending quest for national stability and progress.⁸

The speaker was Major General Fidel Ramos (USMA 1950).

- "The US alliance system, and the military assistance program underscore the extent to which US politico-military relations are conducted in an allied environment."

The presence of Filipino graduates fighting with RP units, in alliance with the US, in the Korean War and the Vietnamese War is a fact. The continued presence of the US based at Clark Field and Subic Bay is a fact. Again, it would be difficult to measure any influence the Filipino USMA graduates may have on these issues. What is known is that they did occupy senior positions within the government of the RP when these issues were addressed.

- ". . . foreign participation in the academies educational programs enriches the educational experiences of the American cadets. . ."

The Filipino graduates have noted the lack of knowledge of US cadets about the Philippines. However, during their four years as cadets they seek and enjoy the company of their US colleagues and, undoubtedly, the experience has been enriching for all. What appears to be disturbing is a diminishing of the relative presence of Filipino, indeed foreign cadets, at West Point. In 1908 there were five foreign cadets in a USMA cadet corps of 417 for 1.2% content. In 1981 there were 15 foreign cadets in a USMA cadet corps of 4,112 for 0.36% content. Although these two data points suggest a two-thirds decrease over 80 years, it is believed that a more thorough investigation of this issue will substantiate the trend.

- ". . . valuable to their own people, and hence valuable to us . . . would redound to the US benefit."

In the Pacific, as elsewhere, "the overriding US foreign policy and national security interest [is] to shape a more peaceful world."⁹ To this end, former Secretary of State Vance said,

We will be more effective in asking developing nations to share our goals for a better and safer world if we are willing to help them achieve their goals of better and safer lives for their own people. This basic reciprocity lies at the heart of the relations with the Third World.¹⁰

The evidence indicates that the Filipino Cadet Program is a prime example of this philosophy. The Filipino USMA graduates have contributed substantially to the "goals of better and safer lives for their own people." In doing so, they have reflected understanding, appreciation, and support for the US goals of a better and safer world.

CONCLUSIONS

The Foreign Cadet Program with the Republic of the Philippines has been, and continues to be, an unqualified success. The fair selection of the Filipino cadets, their equal treatment while at the USMA, and their own intelligence and abilities which have capitalized on this opportunity makes this a program to emulate.

The United States and the Republic of the Philippines have profited immeasurably by the individual and collective efforts of the Filipino USMA graduates. This is exemplified by the establishment and growth of the Philippine Military Academy which, in many ways, is replicating US principles and ideals in Philippine society. The creation of a Foreign Cadet Program at PMA further extends the growth of these principles and ideals to other countries in Asia.

This program has been valuable to the Filipinos and hence valuable to us. It has redounded to the benefit of the US and its national goal of shaping a more peaceful world.

CHAPTER VIII

FOOTNOTES

1. Several Filipino USMA graduates met recently to consider what advice they could give to the successful Filipino candidates for West Point. Other than general words of wisdom and encouragement it was felt that it is the adventure and self-discovery of the experience by the Filipino, himself, that is a key part of his education. Accordingly, they would refrain from over-advising him to the point where he would be shielded from his own innocence.
2. Because of this, one Filipino USMA graduate has recently begun to collect periodical readings on the AFP and send them to the Filipino cadets.
3. House Report No. 2247, October 12, 1966.
4. US Congress. House. Committee on Armed Services. Subcommittee No. 2 Hearing on H. J. Res. 876 and H. J. Res. 906 to Authorize the Secretary of the Army to Receive for Instruction at the US Military Academy One Citizen of the Kingdom of Laos. H. A. S. C. Rept. No. 93-45, 93d Congress, 2d Session, May 14, 1974, p. 9.
5. Interview with DOD Security Assistance representative, The Pentagon, Washington, 1980.
6. Bauer, p. 232.
7. Bauer, p. 233.
8. "On PMA's 76th: A Commitment to the Country's Future," The Constable and INP Journal, February 1981, pp. 4-5.
9. US Congress. Senate. Committee on Appropriations. Hearings on Foreign Assistance and Related Program Appropriations, Fiscal Year 1980, Part 1, 96th Congress, 1st Session, p. 84.
10. US Congress. House. Committee on Foreign Affairs. Hearings on Foreign Assistance Legislation for Fiscal Years 1980-81 (Part 1), 96th Congress, 1st Session, pp. 3-4.

CHAPTER IX

RECOMMENDATIONS

In order to further improve on this very successful program, the following recommendations are made.

1. Retain the program. The DOD sponsored legislation (H. R. 6600), which would rescind this continuing program with the Republic of the Philippines, would withdraw a symbol of support for the RP as well as a valued, productive source of "ideas and standards valuable to their own people, and hence valuable to us." Philippine officials and USMA graduates--as well as US military and civilian officials--emphasize the special relationship between the US and the RP. One US official added that because of the colonial relationship of the US with the Philippines, the US also has a special responsibility. It is felt that US unilateral termination of this historical commitment will be viewed as an affront by the RP. Senior US diplomatic and military personnel in the RP strongly advise against such legislation. If this program is to be terminated it should be at the initiative of the RP.

2. Consider increasing the number of Filipino cadets authorized under the legislation. The RP values the program to the extent that it would welcome the opportunity to send more Filipinos. Certainly the benefit to the RP, and the US, would be increased.¹ However, the RP should be asked to support additional cadets financially. For example, if two cadets could be admitted with each class--the cost of the second cadet might be borne by the RP; for three cadets per class the second cadet and third cadet costs might be charged on a sliding scale--say 50% of cost for the second cadet and 100% of cost for the third cadet.

3. Consider increasing the total number of foreign cadets authorized to attend the USMA. As pointed out earlier, the apparent decrease of foreign

cadet content over the past 80 years appears to be counter to the interests of the US in this increasingly interdependent world. In addition, US cadets are being denied the educational benefits and professional friendships of foreign cadets; and friendly foreign countries are being denied the benefits of USMA educated input to their armed forces.

4. Institutionalize US Military Attache support to the successful Filipino candidate. Steps should be taken to ensure that US Military Attache support to the successful Filipino candidate is responsive and helpful. Perhaps this could be initiated by having the Attache notify the successful candidate of his selection and begin his processing. (Again, this is not an indictment of the current Attache but a recommendation for consistency.) One area where the Attache can be helpful is in clarification of the \$300 that the entering cadet is requested to bring with him. The Attache may be helpful in assisting the cadet obtain the \$300 from the AFP or inform the cadet that the \$300 is not a fixed requirement. If the Filipino cadet brings less than \$300, the rest will automatically be deducted from his future cadet pay.

5. Provide a summer training program for Filipino cadets with the AFP. Either during the summer at the end of his sophomore (third class) or junior (second class) academic year the Filipino cadet should be provided the opportunity to visit and/or train with the AFP. The reasoning here is that it would ease his transition to the AFP after graduation (similar to the reasoning that is used to justify US cadet summer training with US forces), assist him in making an intelligent choice of branch of service upon commissioning, and introduce him to AFP points of contact that might alleviate the problems with getting initial assignment orders. One format that has been suggested by a senior Filipino officer is to have the cadet visit a variety of AFP units and facilities (similar to what the PMA senior

class does). Since there is a Joint US Military Assistance Advisory Group (JUSMAAG) in country, the coordination with the AFP concerning such a program should be relatively easy. In addition, the cost should be little different from that already incurred by sending the Filipino cadet to train with US forces during one of these summer periods.

CHAPTER IX

FOOTNOTES

1. The Superintendent of PMA was asked the hypothetical question that if the RP would be authorized to send five cadets to USMA with each class, would he use the same selection criteria--that is effectively selecting the best of the PMA plebe class. He replied "yes". He was then asked if he was not concerned with entrusting the military education of his five best cadets each year to a foreign power. His reply was that the program with the USMA has been of such great benefit to the RP that he has no reservations.

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APPENDIX

FILIPINO CADETS

	<u>NAME</u>	<u>CLASS</u>
1.	Vicente Lim	1914
2.	Anastasio Ver	1915
3.	Rafael Garcia	1916
4.	Louis Salvosa	Apr 1917
5.	Fidel Segundo	Aug 1917
6.	Salvador Reyes	Aug 1917
7.	Eustaquio Baclig	Nov 1918
8.	Pastor Martelino	1920
9.	Alejandro Garcia	1923
10.	Santiago Guevara	1923
11.	Ricardo Poblette	1924
12.	Jesus Airan	1925
13.	Emilio Aguinaldo, Jr.	x1927
14.	Angel Miguel, Jr.	x1928
15.	Eligio Tavanler	x1929
16.	Maximiano Janairo	1930
17.	Rufo Romero	1931
18.	Jaime Velasquez	1931
19.	Emanual Cepeda	1933
20.	Tirso Fajardo	1934
21.	Leon Punzalan	1936
22.	Manuel Salientes	1937
23.	Antonio Chanco	1938
24.	Miguel Santiago	x1938
25.	Vicente Gepte	1940
26.	Felicisimo Castillo	1940
27.	Atanacio Chavez	1941
28.	Pedro Flor Cruz	1942
29.	Edwardo Suatengco	Jun 1943
30.	Rafael Ileto	Jun 1943
31.	Vicente Lim, Jr.	1944
32.	Albert Alfonso	1948
33.	Fidel Ramos	1950
34.	Florencio Magsino	1951
35.	Lope Rimando	1952
36.	Gregorio Vigilar	1953
37.	Teodorico Sanchez	1954
38.	Jose Dado	1955
39.	Joven Villanos	1956
40.	Luis San Andres	1957
41.	Luis Mirasol, Jr.	1958
42.	Pedro Baraoidan	1959
43.	William Manlongat	1960
44.	Thelmo Cunanan	1961
45.	Rogelio Luis	1962

x - did not graduate

* - still a cadet

	<u>NAME</u>	<u>CLASS</u>
46.	Ramon Ong	1963
47.	Edgardo Abesamis	1965
48.	Rogelio Fernandez	1966
49.	Augusto Palomar	1967
50.	Manolo Diamante	1968
51.	Jose Syjuco, Jr.	1969
52.	Rolando Floria	1970
53.	Narcisco Abaya	1971
54.	Benjamin Lazc	1972
55.	Manuel Briones	1973
56.	Joseph Flores	1974
57.	Romero Posadas	1975
58.	Luciano Gaboy	1976
59.	Eric Javier	1977
60.	Danilo Lim	1978
61.	Florencio Cayco, Jr.	1979
62.	Teodorico Sanchez, Jr.	1980
63.	Crispinian Acosta	1982*
64.	Dencio Acop	1983*
65.	Napoleon Taas	1984*

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